DOCUMENT RESUME

ED 084 298 TM 003 312

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TITLE	Minneapolis Reserve Teacher Cadre Training: A Follow-up Study of the 1969-70 Program.
INSTITUTION	Personnel Decisions, Inc., Minneapolis, Minn.
SPONS AGENCY	Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
REPORT NO	C-71-64
PUB DATE	Dec 72
NOTE	16p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Changing Attitudes; *Followup Studies; Program Evaluation; *Substitute Teachers; *Teacher Education; Teacher Placement; Teacher Recruitment; Technical Reports; *Urban Schools
IDENTIFIERS	*Minneapolis Public Schools

ABSTRACT

A program to recruit, train, and encourage persons to substitute teach in the inner-city schools of Minneapolis is discussed. A follow-up study was conducted by an independent evaluator, a year and one-half later. Results show that few participants were still on the job. Findings were: (1) 18 prcent of those teachers who completed the program still were substitute teaching in the inner-city schools; (2) Heavy use was made of those who did reserve teach; and (3) The program had an excellent impact on the attitudes of the participants. Recommendations include: (1) Use more careful selection procedures for cadre participants; and (2) Improve placement procedures on completion of training. (Author/CK)

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ED 084298

Minneapolis Public Schools

Minneapolis Reserve Teacher Cadre Training
A Follow-up Study of the 1969-70 Program

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Personnel Decisions, Inc.
Under Contract to the Minneapolis Public Schools

This Project was funded through the Education Professions Development Act, Title V, Section B-2

TM 003 312

Ideas expressed in this report do not necessarily reflect the official position of the Minneapolis Public School Administration or the Minneapolis School Board.

December 1972
Order No. C-71-64

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Minneapolis Public Schools

Minneapolis Reserve Teacher Cadre Training
A Follow-up Study of the 1969-70 Program

Summary

The purpose of the Minneapolis Reserve Teacher Cadre Training program (December 1969-June 1970) was to recruit, train and encourage persons to substitute teach in the inner-city schools of Minneapolis.

Were those goals achieved? This follow-up study was conducted by an independent evaluator, a year-and-a-half later to find out. Results show that although almost everyone involved thought it was an excellent program, few participants still were on the job.

Major findings were:

1. Seven teachers -- 18% of those who completed the program -- still were substitute teaching in Minneapolis inner-city schools. Twelve others had taught for a time. The remaining 19 never taught.

2. Heavy use was made of the Cadre members who did reserve teach. During the 1970-71 school year, the seven averaged 109 out of a possible 180 teaching days.

3. The Cadre program had an excellent impact on the attitudes of participants and on the principals of inner-city schools where they taught. Of the 29 participants contacted, all but two evaluated the program very favorably and felt it should be continued for others. All but two of the principals believed the program should be continued.

In spite of the positive feelings expressed, the evaluator questions whether the low retention level of reserve teachers was worth the cost of the program. Two recommendations for improving the program's retention rates, if it is repeated, are made:

a. Use more careful selection procedures for Cadre participants. Program applicants should take the California Psychological Inventory test -- it was a good predictor of teaching persistence in the Cadre program. In addition, thorough selection interviews should be conducted to discover the motives of applicants, and to eliminate from consideration those with only a passing interest.

b. Improve placement procedures on completion of training.

* * *

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December 1972

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Minneapolis Public Schools

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Introduction

The Minneapolis Reserve Teacher Cadre Program, which extended from December, 1969 to June, 1970, was designed to train persons to substitute teach in inner-city schools of the Minneapolis Public Schools. The program was initiated because of past shortages of reserve teachers willing to teach in inner-city schools. Fifty-three persons participated in at least some portion of the training, while 38 completed the program.*

This evaluation was conducted to follow-up on our initial evaluation -- to determine the number that are still reserve teaching, to estimate their general reactions to the program now that considerable time has elapsed, and to determine what effect the reserve program has had on individuals' willingness to teach in an inner-city school.

Methodology

We evaluated the long-range effect of the Teacher Cadre Training Program by attempting to contact directly all Cadre members who completed the training program as well as school principals who had at one time utilized Cadre members as reserve teachers. We attempted to interview personally all of the reserve teachers still working as reserve teachers. However, their work schedules and other scheduling complications permitted us to conduct personal interviews with only three out of the seven teachers still reserve teaching. The other four were contacted by telephone.

Contacting the teachers who were no longer reserve teaching proved to be difficult, partly because a year and a half had elapsed between the end of the formal training program and the follow-up. It was impossible to contact nine of the 38 members who completed the initial training program. Several of those nine have apparently moved out of the Twin Cities area and we must assume that all nine are no longer reserve teaching. Of the 22

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*For a complete description of the initial evaluation of the training program and recommendations for change, consult: Arvey, R. & Hough, L. Description and Evaluation of Minneapolis Reserve Teacher Cadre Training Program, September, 1970. Minneapolis, Minnesota: Personnel Decisions, Inc., 1970.

reserve teachers who were contacted but are no longer reserve teaching, all were interviewed over the telephone. In summary, of the 38 Cadre members who completed the initial training program, 29 (76%) were contacted.

The interview protocol for reserve teachers appears in Appendix A. Interview questions were designed to elicit information on whether or not the teachers actually had taught in an inner-city school, the number of days taught in those schools, their general reactions to the program at that point, and their present work activities.

In addition to talking with reserve teachers, we interviewed several school principals who have had or continue to have a reserve teacher in their school. Eighteen principals were interviewed, seven of whom have reserve teachers at this time. Four of those were interviewed in person. The remaining three were contacted over the telephone, as were the 11 principals who no longer have a reserve teacher in their schools.

The interview protocol for principals appears in Appendix B. These questions were designed to determine their general reactions to the program, to see whether principals felt the program increased teachers' willingness to teach in the inner-city schools, to determine whether principals felt the quality of reserve teachers was improved by the program, and to determine whether principals felt that the program should be conducted again.

Results

A. Retention. Of the 53 members who were originally enrolled and the 38 Cadre members who initially completed the program, seven persons were still reserve teaching. Table 1 shows that this is only 13% of the original 53 Cadre members. When compared with the 38 who completed training, the percentage retention is 18%.

Table 1

Retention of Reserve Teacher Cadre Members
In Inner-City Reserve Teaching

	N	% of Total
Total Enrolled	53	100
Number Completed Program and Received Assignment	38	72
Number Still Teaching	7	13

The seven schools where reserve teachers are still working are:

- Willard Elementary
- Greeley Elementary
- Clinton Elementary
- Harrison Elementary
- Whittier Elementary
- Bryant Junior High
- North Senior High

Table 2 shows retention percentages using "graduates" of the training program as the base number. Seven graduates are still teaching. Twelve others taught for at least one week following completion of the program. However, 50 percent of those completing training did not work as reserve teachers.

Table 2

Percentage of Cadre Members Completing Training
Who Worked as Reserve Teachers

	N	%
Total Graduates	38	100
Still Teaching	7	18
Taught More Than One Week (no longer teaching)	12	32
Did Not Teach	19	50

Of the 22 reserve teachers who were contacted but are no longer teaching in the reserve program, four (18%) are teaching in other schools, four (18%) found they weren't "cut out" for teaching in the inner-city, two returned to school to complete their education, and 12 (55%) quit for a variety of other reasons.

B. Days Taught. Based on information obtained from the Cadre during our follow-up study, reserve teachers presently teaching taught an average of 109 days out of 180 possible in 1970 - 1971. During that same school year, the teachers who are not still teaching taught an average of 48 days (out of 180 days). These figures, shown in Table 3, indicate that heavy use was made of those teachers who actually did become involved in reserve teaching.

Table 3

Days Taught in an Inner-City School
1970-71

	N.	% Total
Total Number of Teaching Days Possible	180	100
Mean Number of Days Taught by Reserve Teachers Presently Teaching	109	61
Mean Number of Days Taught by Reserve Teachers Not Presently	48	27

C. Attitudes Toward Program.

1. Teachers. More specifically, the teachers felt the program helped to prepare them for teaching in the inner-city schools. They found the program "stimulating," "worthwhile," and "valuable."

Eighteen (62%) of the Cadre teachers (out of the 29 who responded) felt that the program had a positive effect on their willingness to work as a reserve teacher in the inner-city schools. Several reasons were given: the experience was stimulating; the program removed their fears about teaching and gave them more confidence; the program improved their awareness of inner-city problems; and, it made them better equipped to accept individual differences. Of the 11 (38%) who felt the program had not improved their willingness to teach in inn-ericty schools, the majority felt it was because they had already worked in the inner city and were already personally committed to the inner city.

Examination of data in Table 4 on previous inner-city teaching experience confirms that, among the seven Cadre members still teaching, there has been a definite increase in their willingness to teach in inner-city schools. Five of six teachers responding (83%) reported no previous inner-city experience. Of the 12 who taught for a time but then quit, six (50%) had had previous inner-city experience. However, nine of the remaining ten (90%) in our contacted sample had not had inner-city experience previously. Those ten never did teach. Thus, the total pattern suggests that to retain the greatest number of reserve teachers following training, they should be selected on the basis of no previous experience. However, the costs of doing so are also very high, since of the 16 with no previous experience, ten did no teaching.

Table 4

Relationship of Previous Experience to Retention in Reserve Teaching Following Completion of Training (N=28)

	Still Teaching	Some Teaching	No Teaching
Previous Inner-City Experience	1	6	1
No Previous Inner-City Experience	5	6	9
	N=6	N=12	N=10

2. Principals. Eighteen (100%) of the principals felt the Reserve Cadre Program was, for the most part, an excellent program. One principal said the program was "one of the best attempts yet to solve the problem of substitutes in the inner city."

Fifteen principals (83%) felt the program had a positive effect on their respective schools. The consensus was that by having a substitute trained for and acquainted with the students, interruptions to the educational process were reduced and the operation of the school was improved.

The majority of principals felt the program increased the willingness of teachers to teach in the inner city by means of offering assurance and removing their fears about the inner-city schools.

The principals generally felt that the program improved the qualifications for teachers to teach in inner-city schools. Improved positive attitudes, insight, empathy, confidence, and the greater acceptance of children's individual differences all were identified as benefits resulting from the program.

Sixteen (88%) of the principals would definitely like to see the program conducted again. One principal (6%) felt uncertain about repeating the program and one (6%) said definitely "no" to conducting another program.

Conclusions

Follow-up interviews with both Cadre members and school administrators indicate that the positive attitudes toward the Minneapolis Reserve Teacher Cadre Training Program observed in our original evaluation still exist. Of the 29 Cadre members contacted, all but two evaluated the program very favorably and felt it should be continued for others. All but two of the 18 principals believed the program should be continued.

Despite the positive feelings expressed, the cold facts are that only seven of the original 53 are presently serving and only 12 others served for at least a brief period of time. Whether this level of retention is worth the cost is clearly an administrative decision, but, in our view, any reinstatement of the program should give major attention to improving initial selection of Cadre and to improving placement procedures upon completion of training. The placement question seems especially critical, since our initial evaluation had already indicated that "the Cadre training program was not completely integrated into the school system as a whole." We alsostated at that time that there was much "vague and discrepant" information about the placement and disposition of Cadre members following training.

Resentment over their treatment in terms of placement was still evident in our follow-up interviews. Most often, they suggested that a decision should have been made to place Cadre members permanently in specific schools, rather than serving "on call" at a variety of locations.

Essentially, then, we believe that retention rates could be significantly improved by more careful selection procedures and smoother placement procedures following training. If these steps can be taken, the excellent attitudinal impact of the program on reserve teachers could pay off in more reserve teachers actually serving in the classroom.

Addendum to

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In response to our Follow-Up Evaluation of the 1969-1970 Minneapolis Reserve Teacher Cadre Training Program, we have been asked to determine those characteristics of reserve teachers that are most strongly related to persistence in completing the program and in continuing to function as reserve teachers. Unfortunately, the original file data on individual teachers is no longer available, and, therefore, the demographic and psychometric information is very limited. We have acquired information on the degree status of each participant, however.

Table 1 shows the relationship of educational level attained to persistence in reserve teaching. As is apparent, there is no statistically or practically significant relationship between level of education and the amount of reserve teaching completed.

Table 1

Relationship of Educational Attainment to Persistence in Reserve Teaching Among Graduates of the Reserve Teacher Cadre Training Program (N=28)

$x^2 = 1.1$, 2df; $.50 < p < .75$

	Degree	No Degree
Still teaching	3	4
Taught more than one week* (no longer teaching)	8	2
Did not teach	7	4
	N= 18	N =10

Since no other data are available, we can only refer to the original study** and to hunches gleaned from talking with reserve teachers for other selection suggestions. First, the California Psychological Inventory showed good promise for predicting persistence in the program (See Arvey & Hough, p. 12). Use of this instrument for selection should improve the

*Of the original 12 who taught more than one week, no educational background information was available on two of them.

**Arvey, R. D. & Hough, L. Description and evaluation of Minneapolis Reserve Teacher Cadre Training Program, 1969-70. Unpublished report for the Minneapolis Board of Education. Minneapolis, Minnesota: Personnel Decisions, Inc., September, 1970.

retention rate in the future.

Second, several Cadre members were quite open about their expedient motives for entering the program. Some indicated informally that they were mostly interested in the payments they received as Cadre members. Others were participating out of curiosity rather than commitment. Others already had plans to return to their collegiate work or other activities at the time of their enrollment in the program. More thorough selection interviews, then, are called for. These interviews should be directed toward discovering the motives of candidates for enrollment in the program, and those with only a passing interest should be eliminated from consideration.

A P P E N D I X A

Reserve Teacher Cadre Follow-Up Interview with Teachers

Reserve Teacher Cadre Follow-up Interview -- Teachers

1. Introduction - Name, Position
   PDI hired to evaluate Cadre program,
   PDI is now following up on the Cadre participants

2. As you look back on it, what are your overall reactions to the program?

3. Did your participation in the program have any effect on your willingness to work as a reserve teacher in the inner-city schools? In what way?

4. Had you ever taught in an inner-city school before entering the program?

5. How did you feel about such teaching experiences?

6. Did you actually complete the Cadre program? (If they left it, find out why.)

7. Have you actually taught in an inner-city school since completing the Cadre program? Which ones? Which was your chief school?

8. How many days did you teach in an inner-city school during the school year 1970-71? (Try to get them to make an estimate).

9. Are you still doing reserve teaching in inner-city schools? If not, when did you stop? Why?

A P P E N D I X B

Reserve Teacher Cadre Interview with Principals

Reserve Teacher Cadre Interview -- Principals

1. Introduction - Name, Position
   Explain (remind) them of what the Reserve Teacher program was

   PDI hired to evaluate Cadre program, now following up on participants

2. What do you think of the Cadre program as you look back on it? Has it had any effect on your school?

3. Have you had reserve teachers from the Cadre teaching in your school?

4. What is your feeling about whether or not the training program had any effect on the willingness of teachers to teach in inner-city schools?

5. What is your belief about the program's impact on improving the qualifications (quality) for such persons to teach in inner-city schools?

6. What is your attitude toward whether or not such a program should be conducted again?